



## *Test Coordinator's Manual*

# Schedule of Important Dates for the Spring 2003 Testing Program

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The Spring 2003 Missouri Assessment Program (MAP) includes the following two required and two voluntary content areas:

## **Required**

Communication Arts Assessment for Grades 3, 7, and 11

Mathematics Assessment for Grades 4, 8, and 10

## **Voluntary**

Science Assessment for Grades 3, 7, and 10

Social Studies Assessment for Grades 4, 8, and 11

**March 10–March 17, 2003** ..... Test Materials Arrive in Districts

## **Testing Windows**

**March 31–April 18, 2003** ..... Administer Early Return Assessments

**March 31–May 2, 2003** ..... Administer Regular Return Assessments

## **Return of Materials**

**AS SOON AS TESTING IS COMPLETED, but no later than**

**April 25, 2003** ..... Contact CTB/McGraw-Hill for Pickup of  
**Early Return Testing Materials\***

**May 5, 2003** ..... Contact CTB/McGraw-Hill for Pickup of  
**Regular Return Testing Materials**

## **Test Results**

**August–September 2003** ..... Reports Shipped to Districts

\*Schools participating in Early Return Testing will be notified by the Missouri Department of Elementary and Secondary Education.



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# Partners in the Missouri Assessment Program

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## A Message from Your CTB/McGraw-Hill Scoring Process Team

*Because we know your time is valuable and because we appreciate having you as a customer, we at CTB/McGraw-Hill are working to make the scoring process as fast and efficient as possible.*

*As part of our effort, we have designed this manual to help you organize and assemble the MAP testing materials that will be sent to us for scoring. We have described in sequential order the steps in the checking and assembly process that you should follow and the information that should be included to ensure that your testing program is successful for students, teachers, parents, and schools.*

*If you feel this manual is not clear, or if there is additional information you need, please call us and we will help in any way we can.*



*1-800-544-9868, Option "1"  
7:30 A.M. to 7:30 P.M. Central Time*

# Introduction

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We appreciate your assistance in the administration of the Spring 2003 Missouri Assessment Program (MAP). Four content areas will be tested in the following grades:

- Communication Arts Assessment for Grades 3, 7, and 11  
(6 forms per grade, Forms A–F)
- Mathematics Assessment for Grades 4, 8, and 10  
(5 forms per grade, Forms A–E)
- Science Assessment for Grades 3, 7, and 10  
(4 forms per grade, Forms A–D)
- Social Studies Assessment for Grades 4, 8, and 11  
(3 forms per grade, Forms A–C)

**The Communication Arts and Mathematics Assessments are required this spring for all school districts. The Science and Social Studies Assessments are voluntary this spring for all school districts.** Although the Science and Social Studies Assessments are voluntary, the same accountability rules as required by the Missouri School Improvement Program (MSIP) must be followed. Districts are to account for every student eligible to participate in the Science and/or Social Studies Assessments. Reports will be produced for all four content areas.

The Examiner's Manuals and large white envelopes will be included with the test books in a separate shipment. Please refer to the Examiner's Manual for information on administration procedures and completion of special codes.

The purpose of this *Test Coordinator's Manual* is to provide instructions to District and School Test Coordinators for securing, distributing, and returning testing materials to CTB/McGraw-Hill for scoring. If your district does not have Test Coordinators at the school level, the District Test Coordinator should assume both roles. **Please read these directions carefully before distributing any materials.**

## The Success of the MAP

Please take the time to read this manual. Completing the steps for checking and assembling the testing materials is essential to the success of the MAP and for a more prompt processing of score reports.

This manual contains the following important information:

- the District Test Coordinator's (DTC) responsibilities for reviewing, distributing, and returning testing materials
- the School Test Coordinator's (STC) responsibilities for distributing, collecting, organizing, and checking testing materials; checking Group Information Sheets (GISs); completing School/Group Lists and School Building Surveys; and organizing materials for the DTC

DTCs and STCs should read **all** sections so that each Test Coordinator understands the detailed process and the roles of others involved. Remember, STCs should contact the DTC if help is needed. If the DTC is unable to answer a question, the DTC should call the Missouri Assessment Program Service Line at 1-800-544-9868 and select option "1."

## Summary of 2003 MAP Changes

Every year numerous procedural changes occur that significantly affect the administration of the MAP. Below is a list of **some** of the changes that are being implemented this year. This list should only be used as a guide. It **does not** include all of the changes that have been made this year. As always, it is important to read the entire *Test Coordinator's Manual* each year as there are always numerous changes that impact the administration of the MAP. The following are changes reflected throughout this *Test Coordinator's Manual*.

- The deadline to request additional 2003 MAP testing materials is earlier this year. The deadline is March 28, 2003. For more information, please refer to the Security Barcoding Supplement included in the Test Coordinator's Packet.
- The definition of Level Not Determined (LND) and the reasons why students are assigned an LND designation are located on Page 4.
- New security barcoding information is located on Page 17.
- The 2003 MAP administration no longer includes teacher surveys, teacher survey response sheets, and student surveys.
- Exempt Students are now referred to as "Students Not Tested In the Content-Area Assessments."
- LEP 1<sup>st</sup>–3<sup>rd</sup> Year in USA replaces LEP/In-state-less-than-a-year.
- The Voluntary Transfer Student (VTS) bubble replaces the Occupational Vocational Education Concentrator bubble.
- The Other bubble replaces the Optional bubble (districts are now required to fill in the Other bubble for free/reduced-price lunch students).
- An expanded definition of MAP Alternate is located on Page 9.
- MAP student status definitions are now listed in both the 2003 Examiner's Manuals and this *Test Coordinator's Manual*.

# Glossary of Terms

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<b>Carbonless Paper</b>	Carbonless paper is optional and is being made available for teachers to capture student responses on released items (for intermediate school and high school only). Specific instructions regarding the use of carbonless paper are included in the Examiner’s Manuals. NOTE: Carbonless paper must be removed from test books before they are returned to CTB/McGraw-Hill for scoring. Carbonless paper must be ordered through CTB/McGraw-Hill.
<b>Content-Area Label</b>	There are five content-area labels. These labels are placed on the front of the large white envelopes to identify which content areas are included. Content-area labels include Communication Arts, Mathematics, Science, Social Studies, and Unused Books (unused test books).
<b>Department of Elementary and Secondary Education (DESE)</b>	The Assessment Section of the Missouri Department of Elementary and Secondary Education can be reached at 1-800-845-3545.
<b>District Test Coordinator (DTC)</b>	The District Test Coordinator receives, distributes, collects, assembles, and ships district testing materials.
<b>Early Return Testing</b>	Schools participating in Early Return Testing will have been notified by the Missouri Department of Elementary and Secondary Education. To arrange return shipment of Early Return Testing materials, please contact CTB/McGraw-Hill no later than April 25, 2003. See “State Scaling Sample” on Page 5.
<b>Examiner’s Manual</b>	Each Examiner’s Manual provides specific test administration instructions for a specific content area. Examiner’s Manuals are included with the shipment of test books. <b>Examiner’s Manuals are updated annually, so it is important for all Examiners to read the manual each year.</b>
<b>Group Information Sheet (GIS)</b>	The GIS provides CTB/McGraw-Hill with testing group data that will appear on your reports. One GIS is provided for each testing group in each content area.
<b>Home School Student</b>	Home school students may take part in the MAP per the local district’s discretion. Home school students participating in the MAP must take the MAP assessments at the local school.

<b>Large Print and Braille</b>	Student responses in both Large Print and Braille edition test books <b>must</b> be transcribed to Form A of the regular edition test book in order for that student to receive a MAP score. After the Examiner transcribes student responses to Form A of the regular edition test book, the Large Print and Braille test books should be marked <b>“Contents transcribed to a regular test book. DO NOT SCORE”</b> and returned to CTB/McGraw-Hill with the unused testing materials. Please follow instructions in this <i>Test Coordinator’s Manual</i> for packaging and shipping the regular testing materials to CTB/McGraw-Hill.
<b>Large White Envelopes</b>	Large white envelopes are provided to each Examiner. After testing, each testing group’s materials should be organized according to the directions in Step 12 of the Examiner’s Manual and placed in the large white envelopes for return to CTB/McGraw-Hill.
<b>Level Not Determined (LND)</b>	<p>This designation is for students who do not receive a MAP score for any one of the following reasons:</p> <ul style="list-style-type: none"> <li>(a) A test book is completed in ink. Answers written in ink cannot be scanned or scored.</li> <li>(b) An SIF is returned to CTB/McGraw-Hill without a test book. SIFs must be inside completed test books.</li> <li>(c) A student does not attempt any items in one or more sessions of the MAP. A valid attempt must be made on all sessions of the test. A valid attempt is defined as one item answered in Session 1, one item answered in Session 2, and five items answered or one correct answer in the nationally normed test section of Session 3. To ensure that all special education students qualify as making a valid attempt on the MAP, special education teachers should contact their Test Coordinator to obtain a list of embedded field test items. For more information see “Valid Attempt” on Page 6.</li> <li>(d) A student takes the MAP Alternate, and the MAP Alternate bubble is filled in on the SIF.</li> <li>(e) A student’s test is invalidated. This is recorded under “Invalidation” in the Special Codes section on the inside back cover of each test book and is only used when the student has cheated.</li> <li>(f) Both LEP and LEP 1<sup>st</sup>–3<sup>rd</sup> Year in USA are recorded on the SIF.</li> </ul>
<b>Manipulatives</b>	Punch-out manipulatives are provided for Mathematics, all grades, and Science, Grades 3 and 10 only. These include items such as rulers, protractors, or other objects.
<b>MAP School Building Survey</b>	The MAP School Building Survey provides CTB/McGraw-Hill with information used to account for all students in a school. This information is forwarded to DESE.
<b>Missouri Assessment Program Service Line</b>	Questions regarding the Spring 2003 testing administration of the MAP can be answered by calling 1-800-544-9868, 7:30 A.M.–7:30 P.M., Central Time, and selecting option “1.”



<b>Multiple Forms</b>	To gather information and statistical data about new items, the MAP embeds items; that is, it places new field test items into regular edition test books. Embedding results in multiple forms within the same content area. This year all content areas have multiple forms at all grade levels: Communication Arts (6 forms, A–F); Mathematics (5 forms, A–E); Science (4 forms, A–D); and Social Studies (3 forms, A–C). <b>When administering the MAP to a testing group, keep the multiple forms mixed—do not separate the forms.</b> The exceptions to this rule are the administration of the MAP to visually impaired students, who receive Form A only, and the oral reading of an assessment to small groups.
<b>No. 2 Pencil</b>	Ensure that all students use a No. 2 pencil. MAP assessments are scored electronically. If a student uses ink to mark the test, the student will <b>not</b> receive a MAP score because ink <b>cannot</b> be imaged.
<b>Pre-coded</b>	“Pre-coded” refers to machine-scannable bubbles that are mechanically filled in by CTB/McGraw-Hill.
<b>Reference Sheets</b>	Reference sheets are provided, separate from the test books, for Mathematics in Grades 8 and 10.
<b>Regular Return Testing</b>	To arrange return shipment of Regular Return Testing materials, please contact CTB/McGraw-Hill no later than May 5, 2003. For information on how to contact CTB/McGraw-Hill, refer to Step 10 in this <i>Test Coordinator’s Manual</i> .
<b>School/Group List</b>	The School/Group List is CTB/McGraw-Hill’s way of double-checking that all testing materials have been received. This form can be photocopied as needed.
<b>School Test Coordinator (STC)</b>	The School Test Coordinator distributes testing materials to Examiners, collects and checks materials, and forwards them to the DTC for shipping.
<b>Security Barcoding</b>	All MAP test books carry a unique security barcode on the front cover. The barcode is used to number each book consecutively and to track test books shipped to the districts. Test books returned to CTB/McGraw-Hill will be inventoried, and missing books will be reported to DESE by barcode number and district name.
<b>Shipping Labels</b>	Color-coded shipping labels are provided with the Test Coordinator’s Packet.
<b>Special Codes Section</b>	The Special Codes section is located on the inside back cover of each student test book. This section captures the following information: Accommodation Codes, Special Education, Invalidation, and Absent.
<b>State Scaling Sample</b>	The state scaling sample is developed from the data collected from the Early Return Testing results. It is used to calibrate items and create the Missouri scale, which is in turn used to score the test books. See “Early Return Testing” on Page 3.

<b>Student Identification Sheet (SIS)</b>	The SIS is located on the back cover of each student test book. This sheet captures biographical information about each student.
<b>Student Information Form (SIF)</b>	The SIF is a separate form that captures almost the same information as the SIS. It may be pre-coded if your district participated in pre-coding services. Blank SIFs can be used for the following cases: MAP Alternate and LEP 1 <sup>st</sup> –3 <sup>rd</sup> Year in USA students, torn or damaged SISs, or replacement for an incorrectly pre-coded SIF. A completed or blank SIF will always override an SIS when inserted inside the front cover of a student test book. If the SIF is not inserted in the test book, the student will receive two MAP scores; one will be an LND designation. See “Level Not Determined” on Page 4. Use only SIF forms for the current year.
<b>Test Coordinator’s Manual</b>	This <i>Test Coordinator’s Manual</i> describes both the DTC’s and the STC’s roles in the MAP test administration.
<b>Testing Group</b>	When an Examiner administers the MAP to a group of students, that group is considered a testing group. A Group Information Sheet (GIS) must be completed for each testing group. For data analysis purposes, reports will reflect testing group information as indicated on the GIS by the local district. In addition, School Test Coordinators need to ensure that every GIS completed for their school has an entry on the School/Group List. See “School/Group List” on Page 5.
<b>Valid Attempt</b>	A valid attempt is the minimum effort required to receive a reportable MAP score. Special education students who do not qualify for MAP Alternate still need to take the MAP. If it is stipulated in the IEP, teachers may preview a test book and preselect items for students to attempt. However, to ensure that these students receive a MAP score, teachers need to select, at a minimum, one item from Session 1, one item from Session 2, and five items from the nationally normed test section of Session 3. <b>Do not select embedded field test items.</b> Contact your Test Coordinator for a list of embedded field test items. For more information regarding valid attempt, see “Level Not Determined” on Page 4.

# Guidelines for Testing

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## Inclusion of Special Populations

### IAP STUDENTS

Individual Accommodation Plan (IAP) students are considered disabled under Section 504 of the 1973 Rehabilitation Act and have an IAP. These students are not served under the Individuals with Disabilities Education Act (IDEA). Appropriate professionals, who are knowledgeable about IAP students' disabilities and their educational needs, make accommodation decisions for those students.

### IEP STUDENTS

Individualized Education Program (IEP) students are classified as disabled under IDEA and have an IEP. All decisions regarding how a student with a disability will participate in the Missouri Assessment Program (MAP) are made by the student's IEP team and documented in the IEP. Students with disabilities must take all MAP content-area assessments (or portions of each content-area assessment as determined by the IEP team) **or** the MAP Alternate Assessment (MAP-A). It is expected that, at a given grade level, no more than one or two percent of the district's total student population will qualify for the MAP-A.

In making decisions about accommodations, the IEP team has the responsibility and the authority to determine individual accommodations that students need to support and ensure their participation in the MAP. If a specific accommodation is not on the list of accommodations in the Examiner's Manual, the accommodation should be coded as "Other" in the Special Codes section located on the inside back cover of each test book.

### LEP STUDENTS

The MAP should be administered to Limited English Proficient (LEP) students when doing so will provide instructionally useful information. LEP students in their first, second, or third year in the USA may be exempted from the MAP. However, if it is beneficial for the student to take the test, the district may administer the test to these students. Accommodations (listed in the Examiner's Manual) may be used to allow students greater access to the test. The test scores will not be included in accountability measures for the Missouri School Improvement Program (MSIP).

### STUDENTS NOT TESTED IN THE CONTENT-AREA ASSESSMENTS

All students must be accounted for when administering the MAP. Two categories of students are **not** required to be assessed:

1. students whose IEP teams have determined that the MAP-A is the appropriate assessment
2. students who are LEP and have been in the United States three years or less

Students whose IEP teams have determined that MAP-A is the appropriate assessment are coded as "MAP Alternate" on the Student Information Form (SIF). This bubble is located in the Student Status grid of the SIF. The MAP-A bubble is for all MAP-A eligible students in the grade levels and content areas assessed by the MAP. This rule applies regardless of whether students are participating in the MAP-A this year. For example, if a MAP-A eligible student is in the fourth grade, an SIF should be completed for Mathematics and Social Studies, even if the student is not participating in MAP-A in the fourth grade. Additionally, an SIF must be completed for those MAP-A eligible students residing in your district who are attending

school in another district (e.g., State School for the Severely Handicapped, Missouri School for the Blind, or Special School District).

LEP students who have been in the United States for three years or less are not required to take the MAP. These students may be exempted for an additional two years if the local district determines that their level of English proficiency would not yield valid and reliable assessment results. Both groups of students are coded as “LEP” and “LEP 1<sup>st</sup>–3<sup>rd</sup> Year in USA.” Examiners must complete the LEP 1<sup>st</sup>–3<sup>rd</sup> Year in USA bubble to have the students exempted.

If it is appropriate to administer the MAP to an LEP student who has been in the United States for three years or less, the LEP 1<sup>st</sup>–3<sup>rd</sup> Year in USA bubble must be filled in if the district wants the student’s scores excluded for MSIP accountability purposes. If the district wants the LEP student’s MAP scores to be reported, it should fill in the LEP bubble only.

You do not need to assign a test book to MAP-A and LEP 1<sup>st</sup>–3<sup>rd</sup> Year in USA students. You need only to return a completed current year SIF for these students. Additional SIFs will be provided for these students. MAP-A and LEP 1<sup>st</sup>–3<sup>rd</sup> Year in USA students must also be accounted for in the Building Survey. Please do not insert MAP-A and LEP 1<sup>st</sup>–3<sup>rd</sup> Year in USA SIFs in other students’ test books.

#### FURTHER INFORMATION ON SPECIAL POPULATIONS

Specific instructions on accounting for IAP, IEP, and LEP students can be found in Steps 10 and 11 of the Examiner’s Manual. For further questions regarding special populations, contact the Assessment Section of the Missouri Department of Elementary and Secondary Education (DESE) at 1-800-845-3545.

### **2003 MAP Student Status Definitions**

The following is a list of student status definitions:

**Gifted** A gifted student is any student who has been identified for and/or has participated in the district’s formal gifted program.

**H.S. Vocational** This designation is for all students in Grades 9–12 who have completed or are currently taking a vocational technical education course **approved** by the Department of Elementary and Secondary Education Division of Vocational and Adult Education. Vocational courses must be from one of the following program areas: Agriculture, Business, Health Education, Marketing, Industrial Education, or Family and Consumer Science. Only the following H.S. Business courses are approved by the Business Program: Banking, Accounting I & II, Business Technology, Microcomputer Business Applications, E-Business, Desktop Publishing, Network Administration, Multimedia, Computer Programming, and Supervised Business Experience. Industrial Technology courses and all other Business courses **should not** be included. Approved vocational education courses may be taken either at the home school of the student or at the servicing area vocational school.

**IAP (504)** An IAP (504) student is an Individual Accommodation Plan (IAP) student who is identified as disabled under Section 504 of the 1973 Rehabilitation Act and **not** under the Individuals with Disabilities Education Act (IDEA). An IAP (504) student does not have an Individualized Education Program (IEP).

**IEP** An Individualized Education Program (IEP) student is a student who is eligible under IDEA and has an IEP.

**In Building Less Than a Year** A student is considered in a building less than a year if that student was not part of the September enrollment (last Wednesday in September) for that school year.

**In District Less Than 18 Months** A student is considered in the district less than 18 months if the student was enrolled after the January membership count (last Wednesday in January) of the preceding school year. **The collection of this information is optional for those school districts that want to capture student mobility data.**

**In District Less Than a Year** A student is considered in a district less than a year if that student was not part of the September enrollment (last Wednesday of September) for that school year.

**In State Less Than a Year** A student is considered in the state less than a year if that student was not part of the September enrollment (last Wednesday of September) for that school year.

**LEP** A Limited English Proficient (LEP) student is a student whose native language is other than English and is from another country, or whose home environment includes languages other than English and whose English language proficiency is below that of grade and age peers.

**LEP 1<sup>st</sup>–3<sup>rd</sup> Year in USA** This is a designation for LEP students in their first, second, or third year in the United States. The district is not required to test these students. However, if it is beneficial for the student to take the test, the district may administer the test to the student. The test scores will not be included in the accountability measures for the Missouri School Improvement Program (MSIP).

**MAP Alternate** An IEP team determines if a student is eligible for the MAP Alternate (MAP-A) based upon eligibility criteria. An SIF should be completed for each MAP-A eligible student that has a grade-level classification in the grade levels assessed by the MAP content areas, **irrespective of whether the student is participating in the MAP-A this year.** For example, a fourth-grade student, who is eligible for the MAP-A, should have an SIF completed for Mathematics and Social Studies even if the student (for age reasons) is not participating in the MAP-A in the fourth grade. Additionally, an SIF must be completed for those MAP-A eligible students residing in your district but receiving services elsewhere (e.g., State School for Severely Handicapped, Missouri School for the Deaf, Missouri School for the Blind, or a Special School District).

**Migrant** A migrant is a student who has moved across school district boundaries within the preceding 36 months to seek or obtain (or to accompany or join a parent, spouse, or guardian who is seeking to obtain) temporary, seasonal employment in agriculture or fishing, or work in a beef, poultry, or pork processing plant.

**Other** This identifies students approved for free/reduced-price meals. For more information, see Pages 28 and 29. **Districts are now required to complete this information.**

**Title I** This identifies a student who receives Title I services in a targeted assistance program. **All** students in a Title I school-wide program should be designated as Title I. If the school building does **not** receive Title I funds, **none** of the students in that school building should be designated as Title I.

**Voluntary Transfer Student (VTS)** This identifies a student who resides in the St. Louis City School District but who voluntarily enrolls in a St. Louis County School District.

## **Students Taking the MAP Out-of-District**

For MSIP purposes, all scores from the MAP must be reported in the students' home districts and schools. The home districts will be responsible for furnishing testing materials to the districts that serve their students. This includes students placed in private agencies. The District Test Coordinators from the students' home districts must deliver the appropriate number and type of test books and any ancillary testing materials (manipulatives and reference sheets) to the serving districts prior to the first day of



testing. The home districts should complete the county, district, and building codes on the SIS or the SIF using their own code. After testing, the completed testing materials must be returned to the students' home districts, where the Group Information Sheet (GIS) is completed and placed with the test book(s) in the envelopes provided. The GIS is pre-coded with the home district's county, district, and school codes. It is the GIS that determines where students' results will be reported. To ensure accurate reporting, it is **essential** that the home district's GIS be placed on top of the test book(s) and that these materials are included with the home district's shipment to CTB/McGraw-Hill for scoring.

## Home School Students

Home school students may take part in the MAP at the local district's discretion. Home school students participating in the MAP must take the MAP tests at the local school. Special instructions for returning home school student tests will be enclosed in home school packages. Home school packages may be obtained by calling the Missouri Assessment Program Service line at 1-800-544-9868 and selecting option "2."

## Makeup Sessions

Makeup sessions should be scheduled for students who are absent during one or more sessions of the MAP. If a student is absent and is unable to take the test during both the regular and makeup testing windows, then follow the procedures below for handling absences. Students will not receive a MAP score if they have not made a valid attempt on all sessions of the MAP test. See "Valid Attempt" on Page 6.

## Student Absences

If a student is absent for all testing sessions and cannot participate in makeup testing sessions, the procedures below must be followed.

1. Write the student's name on the front of an unused test book.
2. On the SIS found on the back cover of the test book, print the student's name and fill in the circles that correspond to each letter of the student's name.
3. Fill in the circle next to "Absent All 3 Sessions" (or "Absent All 4 Sessions" if the content area is Communication Arts)—these circles are located in the Special Codes section on the inside back cover of the test book.
4. Process the test book and treat it as you would any other student's test.

If a student is absent for only one or two of the testing sessions and is unable to attend a makeup testing session, please fill in the appropriate circle(s) in the Absent section located in the Special Codes section.

To account for all students, an SIS—located on the back of the test book—**or** a separate SIF must be turned in for **every** enrolled student. For more information on which students are eligible to take the MAP, see "Inclusion of Special Populations" on Page 7.

## Large Print and Braille Procedures

Student responses in both Large Print and Braille edition test books **must** be transcribed into **Form A** of a regular edition test book in order for that student to receive a MAP score. Please follow Step 6 in the Examiner's Manual for specific instructions on Large Print and Braille procedures.

After the Examiner transcribes student responses into Form A of a regular edition test book, the Large Print and Braille edition tests books should be marked **“Contents transcribed to a regular test book. DO NOT SCORE”** and returned to CTB/McGraw-Hill with the unused testing materials. Please follow the instructions in Step 10 of this *Test Coordinator’s Manual* for packaging and shipping the regular testing materials to CTB/McGraw-Hill.

## **Invalidation Procedures**

**Invalidation of a student’s test is appropriate only if the student is discovered cheating. Neither a student’s behavior during testing nor the judgment of a student’s effort during testing can invalidate a student’s test.**

The School Test Coordinator and the Examiner must agree that a particular student’s test should be invalidated based on the information above. To invalidate a student’s test, the School Test Coordinator must fill in the bubble for the appropriate session in the Invalidation grid located in the Special Codes section on the inside back cover of the student’s test book. Invalidated test books must be returned to CTB/McGraw-Hill. For each invalidated test book, the test book and a completed SIS or SIF must be included with the testing materials to be scored.

The School Test Coordinator must also provide the District Test Coordinator with the following information: the student’s name, birth date, teacher, grade, and school; the county, district, and school codes; the test session; and the reason the test session is being invalidated. The District Test Coordinator must send a letter with this information to the Director of Assessment at the Missouri Department of Elementary and Secondary Education (P.O. Box 480, Jefferson City, MO 65102). A copy of the letter should be kept in the district files.

# Test Coordinators' Roles

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## ► Instructions for the District Test Coordinator

The **District Test Coordinator's** responsibilities include

- receiving and checking the shipment of testing materials
- ensuring that testing materials are kept in a secure area
- restricting teacher access to testing materials prior to testing
- organizing testing materials for individual schools in your district
- distributing the Examiner's Manual to the schools as soon as possible to allow the Examiners adequate time to read the manual in preparation for administering the tests
- furnishing testing materials to out-of-district schools for any students attending alternative (supplemental) programs
- delivering testing materials to schools (preferably one day) before the testing period, including pre-coded SIFs, if applicable
- determining and assigning responsibility for completing student I.D. numbers, student status codes, special education instruction codes, special codes, and free/reduced-price lunch information (see Step 5 beginning on Page 22 for detailed information)
- collecting and accounting for all testing materials from each school in your district and any out-of-district schools where your students attend alternative (supplemental) programs
- consolidating testing materials after test administration
- assembling testing materials for return shipment
- arranging for shipment of testing materials to CTB/McGraw-Hill for scoring



## ► Instructions for the School Test Coordinator

The **School Test Coordinator's** responsibilities include

- checking testing materials received from the District Test Coordinator
- ensuring that testing materials are kept in a secure area and ensuring testing material security after each day's testing
- restricting teacher access to testing materials prior to testing
- distributing testing materials and carbonless paper to Examiners—carbonless paper is included in the shipment of testing materials
- ensuring that all Examiners know that No. 2 pencils must be used to complete the MAP
- ensuring that testing procedures in the Examiner's Manual are followed
- collecting and checking testing materials after test administration
- asking appropriate school-level personnel for a count of MAP Alternate and LEP 1<sup>st</sup>–3<sup>rd</sup> Year in USA students (this information is needed to complete the MAP School Building Survey)
- asking each Examiner for a count of students who were absent for all testing sessions (this information is needed to complete the MAP School Building Survey)
- checking the Group Information Sheets (GISs)
- completing the School/Group List(s)
- completing the MAP School Building Survey
- ensuring that only **current year** SIF forms are used
- packing and transporting testing materials to the District Test Coordinator

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# Step 1

## Review Your Testing Materials

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### ► Instructions for the District Test Coordinator

#### The Test Coordinator's Packet

The Test Coordinator's Packet includes one District Test Coordinator's Folder and a School Test Coordinator's Folder for each of the schools in your district.

The District Test Coordinator's Folder contains

- a cover letter
- the *Test Coordinator's Manual* for the District Test Coordinator
- shipping forms and labels
- two pre-coded SIFs per student—if your district participated in pre-coding services
- the Add/Short Form
- the Embedded Field Test Flyer
- the Security Barcoding Supplement
- the Security Barcode Verification Form
- the Security Barcode Verification Form Instructions

Each School Test Coordinator's Folder contains

- a cover letter
- the *Test Coordinator's Manual* for the School Test Coordinator, which may be photocopied for the Examiners
- one School/Group List for each content area, to be completed by the School Test Coordinator after test administration
- one MAP School Building Survey for each grade and content area, to be completed by the School Test Coordinator
- one GIS for each classroom/testing group, to be completed by the Examiner
- blank SIFs
- content-area labels
- the Security Barcoding Supplement
- the Security Barcode Verification Form Instructions

## **The Testing Materials**

The testing materials will be packaged by school and shipped to your district's office or the shipping address indicated on enrollment forms. The testing materials shipment will include Examiner's Manuals, test books, envelopes, and ancillary testing materials.

## **Verifying Shipment of Test Coordinator's Packet and Testing Materials**

Locate the packing list for each shipment and compare the materials listed on the packing list with the materials in the shipment.

- **Test Coordinator's Packet:** If the quantity on the Test Coordinator's Packet packing list does not match the quantity received, or if you need more materials, please complete the MAP Spring 2003 Test Coordinator's Packet Add/Short Form and fax it to the number shown on the form.
- **Testing Materials:** If the quantity on the testing materials packing list does not match the quantity received, but there are enough materials to administer the test, proceed with preparations for the test. If you do not have sufficient materials to administer the test, immediately call the Missouri Assessment Program Service Line at 1-800-544-9868 and select option "1" to request additional materials.
- The deadline to request additional 2003 MAP testing materials is earlier this year. The deadline is March 28, 2003. For more information, please refer to the Security Barcoding Supplement included in the Test Coordinator's Packet.

# Step 2 Distribute Testing Materials

## ► Instructions for the District Test Coordinator

The Missouri Assessment Program (MAP) test books are secure materials. All test books are barcoded for security and inventory purposes. The barcodes, which are located on the front cover of every MAP test book, are used to number each book consecutively and track inventory shipped to the districts. Test books returned to CTB/McGraw-Hill will be inventoried, and missing books reported to DESE by inventory barcode number and district name. For more information concerning security barcoding, see the Security Barcoding Supplement in your School and District Test Coordinator's Packets.

School personnel responsible for the MAP testing must ensure that all testing materials are secure at all times. No testing materials may be photocopied, duplicated, or made accessible to personnel not responsible for testing. When not in use, secure materials must be kept in a locked room or cabinet in the school building to prevent unauthorized access.

After verifying that each school has a secure area where testing materials can be stored, distribute the School Test Coordinator's Folders and testing materials to the School Test Coordinators in your district. Please ask the School Test Coordinators to distribute the Examiner's Manuals as soon as possible to allow the Examiners adequate time to prepare for administering the tests.

If a school in your district does **not** have a secure storage area, the testing materials for that school must be secured at the district office. Please emphasize to the teachers that they **should not** review the test books prior to testing. An exception to this rule are special education teachers who are pre-selecting items for their students. (See "Valid Attempt" on Page 6.) The materials are secure, and this security should be observed at all times.

For students who attend out-of-district schools for an alternative (supplemental) program, deliver the appropriate number and type of test books and any ancillary testing materials (manipulatives and reference sheets) to the students' out-of-district schools prior to the first day of testing. Make arrangements to have the testing materials returned to you after the students have completed testing. For more information, see "Students Taking the MAP Out-of-District" on Pages 9 and 10.

Please keep the District Test Coordinator's Folder for your use after the test administration. You will need the shipping materials contained in the folder to return the testing materials to CTB/McGraw-Hill for scoring.

**The boxes in which you received your testing materials should be saved for return shipment to CTB/McGraw-Hill.**

## ► Instructions for the School Test Coordinator

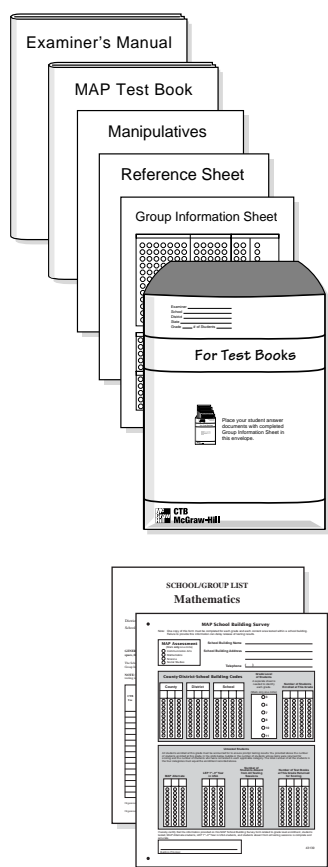
The School Test Coordinator should check the materials upon receipt from the District Test Coordinator. For more information, refer to the Security Barcoding Supplement.

Shortly before the first testing session, distribute the test books to each Examiner. Remind Examiners not to separate the test books by form. Multiple forms are spiraled for embedded field test purposes. For more information regarding embedded field test items and multiple forms, please see “Multiple Forms” on Page 5. Examiner’s Manuals should be delivered to the Examiners as soon as possible to allow them time to become familiar with the procedures. Please emphasize to the teachers that they **should not** review the test books prior to testing. The test books are secure materials and this security should be observed at all times. The only exception to this rule are special education teachers who are pre-selecting items for their students to attempt (see “Valid Attempt” on Page 6).

Each Examiner should have

- the appropriate Examiner’s Manual for the content area being tested.
- the appropriate quantity and type of test books and any ancillary testing materials, such as manipulatives and reference sheets. Manipulatives and reference sheets are shrink-wrapped to the back of each package of test books. Please check the Examiner’s Manual for information regarding which ancillary materials, if any, are necessary for the content area being tested.
- a pre-coded GIS for each specific school and content area.
- the appropriate quantity of large white envelopes. Each envelope will hold approximately 20 test books.
- pre-coded SIFs, if applicable.
- blank SIFs. Use only **current year** SIF forms.
- color-coded content-area labels for large white envelopes.

**Please retain the School/Group List(s) and the MAP School Building Survey for your use after test administration.**



The GIS and MAP School Building Survey are scannable documents and cannot be photocopied. If you need more copies of these documents, please contact your DTC. The DTC will use the MAP Spring 2003 Test Coordinator’s Packet Add/Short Form to obtain additional copies of the documents.

# Step 3 Collect Testing Materials

## ► Instructions for the School Test Coordinator

Immediately after the testing has been completed, the School Test Coordinator collects all materials from each Examiner and asks each Examiner for a count of students who were absent for all testing sessions. (You will need this information to complete the MAP School Building Survey as described in Step 8 on Page 36.) **Please remind Examiners that all test books (used and unused) must be returned to CTB/McGraw-Hill.**

The School Test Coordinator should ensure that

- a completed test book and/or completed SIF has been returned **for every eligible student**. This includes students with one or more invalidated sessions, students with incomplete test sessions, students who never tested but were eligible to test (absent all sessions), and students who took an accommodated version of the assessment.
- a completed SIF has been returned **for each MAP Alternate and LEP 1<sup>st</sup>–3<sup>rd</sup> Year in USA student**. Use only **current year** SIF forms. For more information on which students should be exempted from taking the MAP, see “Inclusion of Special Populations” on Page 7.
- each student has written his or her name legibly on the front cover of the test book.
- all unused test books have been collected.
- all Large Print and/or Braille editions have been transcribed into Form A of a regular edition test book.
- all completed GISs have been collected.
- all carbonless paper has been removed from test books.
- test books completed in ink have been transcribed in No. 2 pencil to another test book for scoring.
- student responses are inside response lines and avoid coding tracks in the margins of the pages.

Please remind Examiners that **all** test books must be returned to CTB/McGraw-Hill, including the Examiner’s copy. Contact any Examiner who delays in returning his or her group’s testing materials to you. It is not necessary to collect *Test Coordinator’s Manuals*, Examiner’s Manuals, unused large white envelopes, unused SIFs, or any blank ancillary materials. These materials do not have to be returned to CTB/McGraw-Hill. Examiners may discard these materials.

# Step 4 Check the Organization of Materials Collected

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## ► Instructions for the School Test Coordinator

The Examiner's Manual provides instructions to the Examiners for organizing materials after testing. These instructions are repeated below so that you can check the organization of materials collected from each Examiner. Also, as you are checking documents, you will need to maintain this organization.

The large white envelopes should contain the following items in the order indicated below:

1. A completed GIS.
2. MAP test books with completed SISs or, if applicable, SIFs. NOTE: If a student is using a pre-coded SIF or an SIF that is intended to override an SIS, it must be inserted inside the front cover of that student's test book. Use only **current year** SIF forms.
3. SIFs for MAP Alternate and LEP 1<sup>st</sup>–3<sup>rd</sup> Year in USA students. These students do not need a test book. Do not insert these SIFs into **any** of the other test books.

Remember that for each invalidated test, the test book and a completed SIS and/or SIF must be placed in the envelope.

Information requested on the front of the envelope must be completed. If multiple envelopes are needed to hold large groups, the envelopes should be bundled together and marked on the front upper-left corner "1 of X," "2 of X," "3 of X," and so forth (with "X" being the total number of envelopes).

Color-coded content-area labels for Communication Arts, Mathematics, Science, and Social Studies should be affixed to the front of the envelope.

Any unused test books should be bundled together and placed in a large white envelope. Large Print and Braille edition test books marked "**Contents transcribed to a regular test book. DO NOT SCORE**" should be folded and placed in the large white envelopes and shipped along with the unused test books. A black Unused Books label should be affixed to the front of the envelope.

For damaged or "do not score" test books, write a large "X" across the front and back if

- the test book is partially used.
- any biographical information is coded but the book should not be scored.
- a student has moved during testing and the test was not completed.



- the test book is damaged and should not be scored.
- the test book has manufacturing errors and should not be scored.

After an “X” has been written across the front and back of the test book, place the book with the unused materials.

Unused SIFs should be destroyed. Do not return to CTB/McGraw-Hill.

The envelopes should remain unsealed so the District Test Coordinator can verify the contents and then seal the envelopes.

If an Examiner has returned manipulatives, reference sheets, Examiner’s Manuals, or extra envelopes, please discard them. Do not ship these materials to CTB/McGraw-Hill.

If a student takes a test in two different books, please ensure that all student responses are transcribed verbatim into only one test book. **Since all content areas have multiple forms, make sure the responses are transcribed into the same form.** The form indicator is on the front cover of the test book. For more information, see “Multiple Forms” on Page 5. The book containing the transcribed responses will be scored. For the incomplete test book, write on the front cover with a black marker, **“Contents transcribed to another regular edition test book. DO NOT SCORE”** and return with the unused test books.

If you find missing, damaged, or upside-down pages in a test book, please ensure that all student responses, if any, are transcribed verbatim into another regular edition test book. A test book that contains missing, damaged, or upside-down pages should be marked appropriately on the front cover with a black marker. For example, write **“Missing Pages”** and **“Contents transcribed to another regular edition test book. DO NOT SCORE”** on the front cover of a test book with missing pages. Return the damaged books with your unused test books.

If you find any alternative response sheets in the test books, for example, computer generated responses or other approved IEP accommodations, transcribe them verbatim into the test book. Alternative response sheets cannot be scored. Only responses in regular edition test books will be scored.

If you have any questions concerning this information, please contact CTB/McGraw-Hill via the Missouri Assessment Program Service Line at 1-800-544-9868 and select option “1.”

# Step 5 Check the Student Identification Sheet (SIS) and/or Student Information Form (SIF)

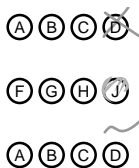
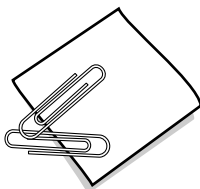
.....

## ► Instructions for the School Test Coordinator

While checking the materials, keep each Examiner's materials together as a group.

### Physical Condition

There are some conditions that interfere with the scoring process. Please check each SIS and/or SIF, as well as the test book itself, for the following:



If you find this ...	do this:
carbonless paper “sticky” notes extra paper paper clips staples tape of any kind	Remove them.*
light marks incomplete erasures stray marks smudges	Erase marks or make them heavier as needed.**
SIFs/SISs torn or damaged	Replace with completed <b>current year</b> SIF. See instructions on Page 23.

\*Failure to remove these items could delay the delivery of the final reports.

\*\*Any stray lines or smudges from incomplete erasures may have an impact on the scoring of the items.

## Student Identification Information

The student identification information can be captured on either of the following forms:

- The Student Identification Sheet (SIS) is located on the back cover of the test book.
- The Student Information Form (SIF), either pre-coded or blank, is a separate document and not located in the test book. SIFs are included in the School Test Coordinator's Packet. Use only **current year** SIF forms.

Please note that the SIF is a separate form that captures almost the same information as the SIS. The only difference between the SIF and the SIS is that you can indicate a MAP Alternate student on the SIF. Any SIF (completed or blank), inserted inside the front cover of a test book, will override an SIS. Be sure to transfer or complete all information on the SIF when using it.

If an SIS or SIF is badly torn or damaged, it will not scan properly. In such a case, all information must be transferred to a **current year** SIF.

Unused SIFs should be destroyed. Do not return to CTB/McGraw-Hill.

Please note when using an SIF, it **must** be inserted inside the front cover of the student test book. If the SIF is not placed inside the test book, it could delay score reports and/or could result in no score for that student.

Check the information on each student's SIS or SIF. Most information should already be present, having been pre-coded, filled in by the Examiner, or filled in by the student during test administration. Review the data for accuracy and check all handwritten entries for legibility. Review the test book to be sure that all student responses are clear, solid, dark, and free from smudging. Smudged and/or blurry student responses cause reports to be delayed. **Incorrect or incomplete information will result in inaccurate student data and will have a negative impact on the final reports.**

Please note that only a test book (see the Special Codes grid on the inside back cover of the test book) can be used to indicate absent students.

On Page 24 is a sample of both the SIS and SIF. Use these samples and the explanations on Page 25 to check the information.

Last		STUDENT'S NAME										First		M.I.	
1															
2															
3															
4															
5															
6															
7															
8															
9															
0															
A															
B															
C															
D															
E															
F															
G															
H															
I															
J															
K															
L															
M															
N															
O															
P															
Q															
R															
S															
T															
U															
V															
W															
X															
Y															
Z															

**STUDENT I.D. NUMBER**  
Fill in all that apply:

**STUDENT STATUS**  
Fill in all that apply:

**RACE/ETHNICITY**  
Fill in only one:

**SPECIAL EDUCATION INSTRUCTION**  
Indicate the amount of instruction received (fill in only one):

**COUNTY/DISTRICT/SCHOOL CODE OF RESIDENCE**  
Fill in only one:

**BIRTH DATE**  
Month: Day: Year:

**Female** ☐ **Male** ☐

**School** ☐ **Teacher** ☐ **District** ☐

**Student Identification Sheet**

Last		STUDENT'S NAME										First		M.I.	
1															
2															
3															
4															
5															
6															
7															
8															
9															
0															
A															
B															
C															
D															
E															
F															
G															
H															
I															
J															
K															
L															
M															
N															
O															
P															
Q															
R															
S															
T															
U															
V															
W															
X															
Y															
Z															

**STUDENT I.D. NUMBER**  
Fill in all that apply:

**STUDENT STATUS**  
Fill in all that apply:

**RACE/ETHNICITY**  
Fill in only one:

**SPECIAL EDUCATION INSTRUCTION**  
Indicate the amount of instruction received (fill in only one):

**COUNTY/DISTRICT/SCHOOL CODE OF RESIDENCE**  
Fill in only one:

**BIRTH DATE**  
Month: Day: Year:

**Female** ☐ **Male** ☐

**School** ☐ **Teacher** ☐ **District** ☐

**Missouri Assessment Program**  
**Student Information Form**  
IMPORTANT: PLACE THIS SIDE UP UNDER FRONT COVER OF TEST BOOK

## Student Identification Sheet and Student Information Form

..... When you check this...

look for this:

<b>1</b> Student's last name, first name, and middle initial	Letters must be printed, one per box, above the lettered circles. Under each box, the circle with the same letter must be filled in.
<b>2</b> Student I.D. Number	This grid is optional for districts.
<b>3</b> Gender, school name, teacher's name, and district name	The circle indicating the student's gender must be filled in. Names must be printed in the appropriate spaces.
<b>4</b> Student Status	The circles corresponding to the student's status must be filled in. Refer to Page 8 for details.
<b>5</b> Race/Ethnicity	The circle corresponding to the student's ethnic origin must be filled in.
<b>6</b> County/District/School Code of residence	Use <b>only</b> if a student receives services outside of the student's district of residence.
<b>7</b> Special Education Instruction	The appropriate circles should be filled in, if applicable. Please refer to the Examiner's Manual for detailed instructions.
<b>8</b> Student's birth date	The circles corresponding to the student's month, day, and year of birth must be filled in. (If the "day" is not a two-digit number, the number should be preceded by a zero.)

## Special Codes Grid

The Special Codes grid is located on the inside back cover of each student's test book. This section is to be used by Examiners only. Specific directions about each box can be found in the Examiner's Manual. NOTE: All IEP students should have the IEP bubble marked in the Student Status grid on the SIS and the Special Education bubbles marked in the Special Codes grid, even if accommodations were not used in the administration of the MAP.

A sample of the Special Codes grid for the Mathematics, Science, and Social Studies test books is shown below.

SPECIAL CODES—TEACHER'S USE ONLY									
Accommodation Codes				Special Education		Invalidation		3	
Admin	Time	Resp	Set	Disability Diagnosis	Instructional Areas of IEP	Please see Step 10 of the Examiner's Manual for instructions to complete this field.			
0 0	0	0	0	0 0	0 0	0 Session 1 0 Session 2 0 Session 3			
1 1	1	1	1	1 1	1	Absent 4			
2 2	2	2	2	2 2	2	0 Absent Session 1			
3 3	3	3	3	3 3	3	0 Absent Session 2			
4 4	4	4	4	4 4	4	0 Absent Session 3			
5 5	5	5	5	5 5	5	0 Absent All 3 Sessions			
6 6	6	6	6	6 6	6				
7 7	7	7	7	7 7	7				
8 8	8	8	8	8 8	8				
9 9	9	9	9	9 9	9				

1
2

A sample of the Special Codes grid for the Communication Arts test book is shown below.

SPECIAL CODES—TEACHER'S USE ONLY									
Accommodation Codes				Special Education		Invalidation		3	
Admin	Time	Resp	Set	Disability Diagnosis	Instructional Areas of IEP	Please see Step 10 of the Examiner's Manual for instructions to complete this field.			
0 0	0	0	0	0 0	0 0	0 Session 1 0 Session 2 0 Session 3 0 Session 4			
1 1	1	1	1	1 1	1	Absent 4			
2 2	2	2	2	2 2	2	0 Absent Session 1			
3 3	3	3	3	3 3	3	0 Absent Session 2			
4 4	4	4	4	4 4	4	0 Absent Session 3			
5 5	5	5	5	5 5	5	0 Absent Session 4			
6 6	6	6	6	6 6	6	0 Absent All 4 Sessions			
7 7	7	7	7	7 7	7				
8 8	8	8	8	8 8	8				
9 9	9	9	9	9 9	9				

1
2

Instructions for checking the Special Codes grid are on Page 27.

..... When you check this ...

look for this:

**1** Accommodation Codes

The appropriate circle in each column should be filled in, if applicable. If more than one accommodation per column is applicable, code the dominant accommodation. Please refer to the Examiner's Manual for detailed instructions.

**2** Special Education

The appropriate circle in each column should be filled in, if applicable. Only one code for each column should be filled in. Please refer to the Examiner's Manual for detailed instructions.

**3** Invalidation

This grid invalidates one or more of a student's test sessions. Check to see that the appropriate session(s) to be invalidated has been filled in. Invalidation of a student's test is appropriate **only** if the student is discovered cheating. Neither a student's behavior during testing nor the judgment of a student's effort during testing invalidates a student's test. Tests with invalidated sessions will **not** receive MAP scores. Please refer to the Examiner's Manual for detailed instructions.

**4** Absent

Please fill in the appropriate session in which the student was absent (Session 1, Session 2, Session 3, or Session 4). The Absent All 3 Sessions or Absent All 4 Sessions bubble is filled in when a student is absent and has not completed all sessions of the test. Any student absent from one or more sessions will **not** receive MAP scores.

ALL STUDENTS: To account for all students, a completed SIS, located on the back cover of the student test book, or a separate completed SIF for the **current year** must be turned in for **every** eligible student. For more information on which students are eligible to take the MAP, see “Inclusion of Special Populations” on Page 7.

STUDENTS NOT TESTED IN THE CONTENT-AREA ASSESSMENTS: MAP Alternate and LEP 1<sup>st</sup>–3<sup>rd</sup> Year in USA students will be accounted for by a completed SIF. For more information about these students, see “Inclusion of Special Populations” on Page 7.

INVALIDATION: The STC must provide the DTC with the following information: student’s name, birth date, teacher, grade, school, county/district/school codes, test session, and the reason the test session is being invalidated. The DTC must send a letter with this information to the Director of Assessment at the Missouri Department of Elementary and Secondary Education (Post Office Box 480, Jefferson City, MO 65102). A copy of the letter should be kept in the district’s files. See “Invalidation Procedures” on Page 11.

### **Collecting Socioeconomic Status (SES) or Student Free/Reduced-Price (SF/RP) Meal Status Information**

The National School Lunch Act gives school districts permission to release student free/reduced-price meal status information (SF/RP) for Title I allocation and evaluation purposes. The information is necessary for the Title I SES Report. Release of this data is **mandatory** as a result of recent federal legislation. The procedures for releasing SF/RP meal status information are as follows:

1. Designated School Test/Title I Coordinators for each school building will be assigned the responsibility of entering SF/RP meal status by filling in the Other bubble in the Student Status section on the SIS or SIF. Bubbling “Other” will identify a student’s eligibility for free/reduced-price meals as documented through the application process or through the direct certification process. If you do not bubble “Other,” it automatically indicates that the student is ineligible for SF/RP meal status. The list of students receiving free/reduced-price meals may be provided by the Food Service Director or a designated school official.
2. **Immediately** after the STCs enter the SF/RP meal status, all meal status information shall be returned to the Food Service Director or official who approves school free/reduced-price meals. School Test Coordinators are not allowed to retain SF/RP meal status information.

NOTE: Forwarding of SF/RP meal status information to STCs is left to the discretion of school officials. School officials retain the option of having Food Service Directors or officials who approve school free/reduced-price meals record the SF/RP meal status information for each student.



3. School Test/Title I Coordinators, Food Service Directors, and officials who approve school free/reduced-price meals shall be made aware of the use and importance of maintaining the confidentiality of SF/RP meal status information. All school district officials are specifically instructed as to the following:

“Free and Reduced-Price meal status information is the only reason to fill in the ‘Other’ bubble (for Title I purposes) on the SIS or SIF. The information is not to be used for any other purpose or shared with/provided to any other individual, program, or entity for any reason whatsoever. Additionally, federal law mandates a fine of not more than \$1,000.00 or imprisonment of not more than one year, or both, to a person authorized to receive SF/RP meal status information who divulges, discloses, or uses the information in any manner or to any extent not authorized by law.”

## Step



The Group Information Sheet (GIS) provides data that will appear on your reports. **It is essential that a complete and accurate GIS be placed on top of each stack of test books whose scores are to be reported together.** Some information may have been filled in (pre-coded) for you, while other information must be hand-entered. Check both the pre-coded and hand-entered material for accuracy. If any pre-coded information is not accurate, notify your District Test Coordinator. **Please note that the GIS is a scannable document and cannot be photocopied.** A sample GIS is shown below. Instructions for checking the GIS are on Page 31.

[illegible]

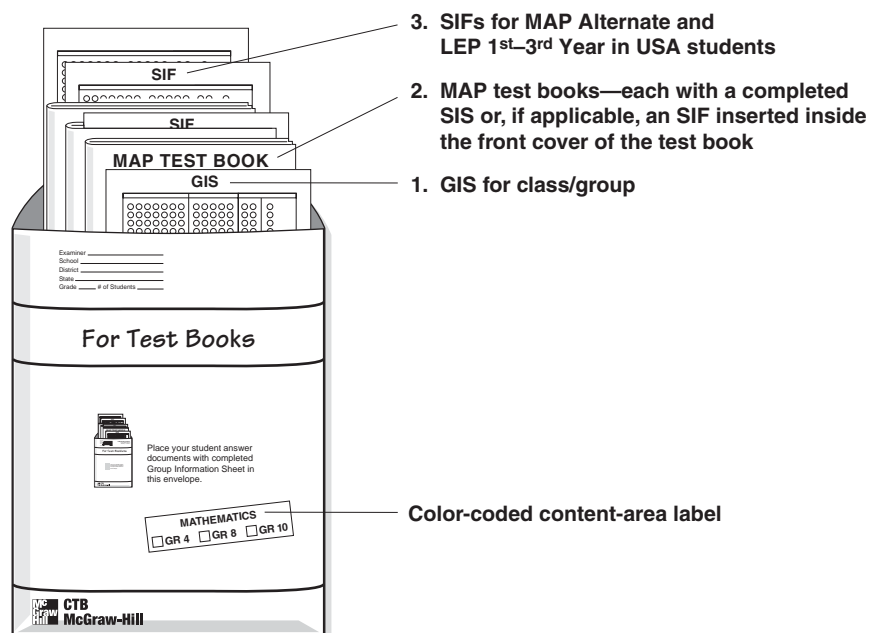
## GIS to accompany test books

..... When you check this ... look for this:

<b>1</b> Teacher Name	The teacher's last name must be printed in the boxes, followed by the first name or initial, if needed. Under each box, the circle with the corresponding letter must be filled in.
<b>2</b> School Name	In most cases, the school name has been pre-coded. If not, the school name must be printed in the boxes and the corresponding circles filled in.
<b>3</b> Number Students Testing	<p>The number of students whose test books are grouped with this GIS must be printed in the boxes and the matching circles filled in. Be sure to include MAP Alternate and LEP 1<sup>st</sup>–3<sup>rd</sup> Year in USA students in your total. Use leading zeros if needed. For example, to indicate 20 students, write and fill in 020.</p> <p>Remember, in order to account for all students, a <b>completed</b> SIS, located on the back of the test book, <b>or</b> a <b>completed</b> SIF must be turned in for every eligible student. Use only <b>current year</b> SIF forms.</p>
<b>4</b> Grade	The correct circle for the grade must be filled in.
<b>5</b> Special Codes	This information has been pre-coded with the county, district, and school code numbers. The county code number is in columns A, B, and C. The district code number is in columns E, F, and G. The school code number is in columns I, J, K, and L.
<b>6</b> Organization Name, Element/District Name, SO #, and State	This information has been pre-coded.

After the GISs have been checked for accuracy, place the following items in the large white envelope in the following order:

1. GIS for the class/group
2. MAP test books
3. SIFs for MAP Alternate and LEP 1<sup>st</sup>–3<sup>rd</sup> Year in USA students



If there is more than one envelope per Examiner, put the GIS in the Examiner's first envelope with as many test books as will fit. Then use as many envelopes as needed for the remainder of the books and MAP Alternate and LEP 1<sup>st</sup>–3<sup>rd</sup> Year in USA students' SIFs. (See Page 10 for information on the proper handling of the Large Print and Braille editions of the test books.)

Affix a color-coded content-area label to the front of the envelope. Be sure to complete all information requested on the large white envelope to avoid delays in scoring.

**IMPORTANT: DO NOT seal the envelope. The DTC will verify the contents prior to sealing the envelope.**

# Step 7 Complete the School/Group List

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## ► Instructions for the School Test Coordinator

The School/Group List is CTB/McGraw-Hill's way of double-checking that we have received all your test books. You should have received one School/Group List for each content area.

**Every GIS completed for your school should have an entry on the School/Group List.** (Please see "Testing Group" on Page 6 for more information.) The district name, school name, county code number, district code number, and school code number have been preprinted on the School/Group List for you. Please write the name and telephone number of the contact person in the spaces provided. List each testing group in your school. Indicate teacher or group name, grade, total number of students (tested, MAP Alternate, LEP 1<sup>st</sup>–3<sup>rd</sup> Year in USA, and absent all sessions), and unused test books that you are returning.

The School/Group List may be photocopied if additional space is needed to accommodate your school. Please keep a copy of each School/Group List for your records.

A sample School/Group List is shown on Page 34. Instructions for completing the School/Group List are given on Page 35.

## SCHOOL/GROUP LIST

### Social Studies

## SCHOOL/GROUP LIST

### Mathematics

District Name: ANY DISTRICT

County and District Code:

School Name: **ANY SCHOOL**

School Code: 3333

Contact Person: KARI DAVIS

Phone Number: (314) 555-5864

**GENERAL INSTRUCTIONS:** Do not list more than one school's testing groups on this form. If you need additional space, this form may be photocopied.

The School/Group List is CTB's way of double-checking Group Information Sheet (GIS) completed for your school.

**NOTE:** The test material you have received is secure. Your testing is complete. Please write the number of unused test items.

## SCHOOL/GROUP LIST

### Science

## SCHOOL/GROUP LIST

### Communication Arts

District Name: ANY DISTRICT

County and District Code: 555 - 4444

School Name: **ANY SCHOOL**

School Code: 3333

**5** Contact Person: KARI DAVIS

Phone Number: (314) 555-5864

**GENERAL INSTRUCTIONS:** Do not list more than one school's testing groups on this form. If you need additional space, this form may be photocopied.

The School/Group List is CTB's way of double-checking that we have received all your groups of answer documents. Every Group Information Sheet (GIS) completed for your school should have an entry on the lines below.

**NOTE:** The test material you have received is secure. You must account for 100% return of the test books to CTB when testing is complete. Please write the number of unused test books in the 'Number of Unused Test Books' column below.

[illegible]

Organization Number: M008297

Organization Name: MAP S2002

[illegible]

Organization Number: M008883

Testing Program: 001

SO NUMBER: 60501

Organization Name: MAP S2002

Element Name: ANY DISTRICT

..... In this area...

do this:

<b>1</b> District Name	Check that the district name has been preprinted.
<b>2</b> School Name	Check that the school name has been preprinted.
<b>3</b> County and District Code	Check that the county and district codes have been preprinted.
<b>4</b> School Code	Check that the school code has been preprinted.
<b>5</b> Contact Person, Phone Number	Provide a contact person's name and phone number. The contact person is usually the School Test Coordinator.
<b>6</b> Teacher or Group Name, Grade, Number of Students	<p>List the following information:</p> <ul style="list-style-type: none"> <li>• each teacher or testing group's name <b>exactly</b> as it appears on each GIS (for more information, see "Testing Group" on Page 6)</li> <li>• grade level</li> <li>• total number of students (tested, MAP Alternate, LEP 1<sup>st</sup>–3<sup>rd</sup> Year in USA, invalidated, and absent all sessions) in the Number of Students column</li> </ul> <p>NOTE: In order to account for all students, a completed SIS, located on the back cover of the test book, or a completed SIF must be received for every eligible student. <b>Please use current year SIF forms only.</b></p>
<b>7</b> Number of Unused Test Books	Indicate the number of unused test books that you are returning. <b>All test books must be returned.</b> (See Step 4, Page 20, for more information regarding the return of unused testing materials.)

# Step 8 Complete the MAP School Building Survey

## ► Instructions for the School Test Coordinator

One MAP School Building Survey must be completed for **each** content area tested and **each** grade tested in your school. Please fill in all requested information using a No. 2 pencil. The school principal must sign this document before it is returned to the District Test Coordinator.

If you need more copies of the MAP School Building Survey, contact the Missouri Assessment Program Service Line at 1-800-544-9868 and select option "2." **Please note that this is a scannable document and cannot be photocopied.**

### MAP School Building Survey

Note: One copy of this form must be completed for each grade and each content area tested within a school building. Failure to provide this information can delay release of testing results.

**1 MAP Assessment**  
(Mark only one circle)

☐ Communication Arts

☐ Mathematics

☐ Science

☐ Social Studies

**School Building Name** \_\_\_\_\_

**School Building Address** \_\_\_\_\_

**2 Telephone** ( ) \_\_\_\_\_

**3 County-District-School Building Codes**

County			District			School		
0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

**4 Grade Level of Students**  
A separate sheet is needed to identify each grade.  
(Mark only one circle)

☐ 3

☐ 4

☐ 7

☐ 8

☐ 10

☐ 11

**5 Number of Students Enrolled at This Grade**

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

**6 Untested Students**

All students enrolled at this grade must be accounted for to ensure prompt testing results. You provided above the number of students enrolled at this grade. In the grids below, bubble in the number of students whose tests were returned for scoring and the number of students who were not tested in each applicable category. The total number of all the students in the four categories must equal the enrollment recorded above.

**MAP Alternate**

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

**LEP 1<sup>st</sup>-3<sup>rd</sup> Year in USA**

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

**Number of Students Absent from All Testing Sessions**

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

**Number of Test Books at This Grade Returned for Scoring**

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

I hereby certify that the information provided on this MAP School Building Survey form related to grade level enrollment, students tested, MAP Alternate students, LEP 1<sup>st</sup>-3<sup>rd</sup> Year in USA students, and students absent from all testing sessions is complete and accurate.

Building Principal

43139



..... In this area...

do this:

<b>1</b> MAP Assessment	Fill in the circle corresponding to the content area. Only one circle should be marked. Remember, a separate Building Survey must be completed for each content area and grade tested.
<b>2</b> School Building Name, School Building Address, Telephone	Write the name, street address, and telephone number of the school on the lines provided.
<b>3</b> County-District-School Building Codes	Print the numbers in the boxes and bubble the corresponding circles.
<b>4</b> Grade Level of Students	Only one circle should be marked. Remember, you will complete a separate Building Survey for each grade and content area tested in your school.
<b>5</b> Number of Students Enrolled at This Grade	Record the total number of students enrolled at the grade indicated in <b>4</b> .  The total number of students enrolled will equal the total from all grids in <b>6</b> below.
<b>6</b> Untested Students	Print the numbers in the boxes and bubble the corresponding circles. Use leading zeros if needed. For example, to indicate 90 students, write and fill in 090.  NOTE: Inclusion/exclusion of Special Populations should have been determined prior to testing. For more information on "Inclusion of Special Populations," see Page 7.  Record the number of students who were absent for all testing sessions as reported to you by the Examiners.  The number of SISs and SIFs should reflect the number of students <b>eligible</b> to test (including incomplete and invalidated tests).

# Step 9

## Organize Materials for the District Test Coordinator

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### ► Instructions for the School Test Coordinator

Once the MAP School Building Survey and the School/Group List(s) have been completed, the School Test Coordinator's last task is to deliver to the District Test Coordinator the following materials in the order described below, with the first item on top.

- **School/Group List(s)**
- **All MAP School Building Surveys (grouped together)**
- **Mathematics Materials**  
Envelopes containing the Group Information Sheet (GIS) and Mathematics test books are grouped by Examiner (i.e., envelopes from Examiner #1, followed by envelopes from Examiner #2, etc.). Affix the appropriate color-coded content-area label to the envelope.
- **Social Studies Materials**  
Envelopes containing the GIS and Social Studies test books are grouped by Examiner (refer to the above grouping).
- **Communication Arts Materials**  
Envelopes containing the GIS and Communication Arts test books are grouped by Examiner (refer to the above grouping).
- **Science Materials**  
Envelopes containing the GIS and Science test books are grouped by Examiner (refer to the above grouping).
- **Unused Test Books**  
Envelopes contain the unused test books from all content areas. Ensure that the large white envelopes containing the unused test books have an Unused Books label affixed to the front.

# Step 10 Package and Ship Testing Materials

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## ► Instructions for the District Test Coordinator

Make sure that you have received all testing materials from each school in your district. Contact any School Test Coordinator who delays returning school testing materials to you. Verify that the School Test Coordinator has followed the instructions in this *Test Coordinator's Manual*.

CTB has two scoring sites: one in Indianapolis, Indiana, and one in Mather, California. Mathematics and Social Studies (yellow shipping label) are scored at the Indianapolis site; Communication Arts and Science (pink shipping label) tests are scored at the Mather scoring site.

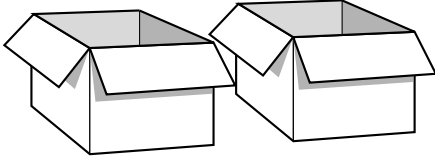
**Do not** return to CTB/McGraw-Hill

- *Test Coordinator's Manuals*
- Examiner's Manuals
- unused SIFs
- unused GISs
- unused School Building Surveys
- unused School/Group Lists
- unused mailing labels
- unused white envelopes
- manipulatives
- reference sheets
- carbonless paper
- draft paper

**IMPORTANT:** When packing your materials, ensure that you

- Pack each school's materials following the steps outlined in Sections 2 and 3, on Pages 40 and 41, keeping each school's materials separate. **Never place materials from different schools in the same box.**
- Pack Mathematics and Social Studies materials together with the **yellow** shipping label. These materials will be shipped to **Indianapolis, Indiana**, for scoring. Pack Communication Arts and Science materials together with the **pink** shipping label. These materials will be shipped to **Mather, California**, for scoring.

# 1 OBTAIN BOXES

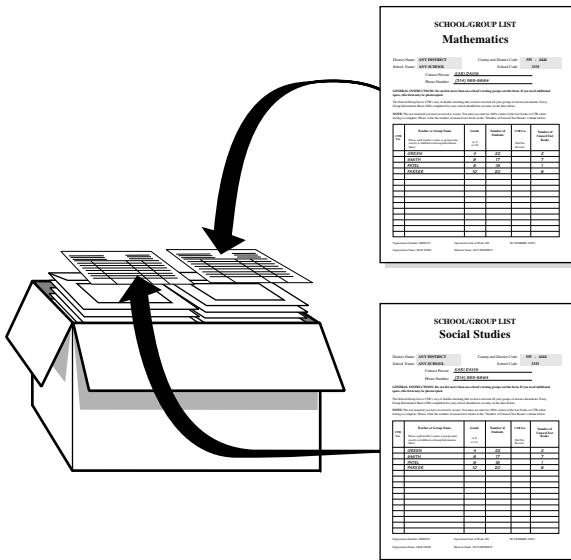


Reuse the boxes in which the testing materials arrived. If necessary, obtain similar-sized boxes to return testing materials.

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## 2 PACKAGE MATHEMATICS AND SOCIAL STUDIES MATERIALS

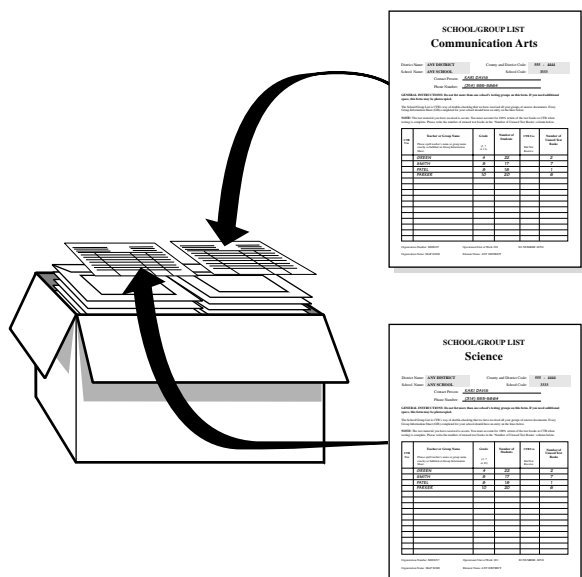
Seal the envelopes and place the following in boxes by school in the order shown below, with the first item on **top**.



- **School/Group List(s)** for Mathematics and Social Studies.
- **Mathematics Materials**  
Envelopes containing the Group Information Sheet (GIS) and Mathematics test books are grouped by Examiner (i.e., envelopes from Examiner #1, followed by envelopes from Examiner #2, etc.).
- **Social Studies Materials**  
Envelopes containing the GIS and Social Studies test books are grouped by Examiner (refer to the above grouping of the Mathematics test books).

### 3 PACKAGE COMMUNICATION ARTS AND SCIENCE MATERIALS

Seal the envelopes and place the following in boxes by school in the order shown below, with the first item on **top**.



- **School/Group List(s)** for Communication Arts and Science
- **All MAP School Building Surveys (grouped together)**
- **Communication Arts Materials**  
Envelopes containing the Group Information Sheet (GIS) and Communication Arts test books are grouped by Examiner (i.e., envelopes from Examiner #1, followed by envelopes from Examiner #2, etc.).
- **Science Materials**  
Envelopes containing the GIS and Science test books are grouped by Examiner (refer to the above grouping of the Communication Arts test books).

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### 4 PACKAGE UNUSED TEST BOOKS

Pack all **unused** test books in their own box, separate from the used test books (this includes the used **and** unused Large Print and Braille editions). Pack the **unused** test books for Mathematics and Social Studies separate from the used materials. Pack the **unused** test books for Communication Arts and Science separate from the used materials.

Seal all the envelopes containing the unused test books for Mathematics and Social Studies, and pack them in their own box. Seal all the envelopes containing the unused test books for Communication Arts and Science, and pack them in their own box.

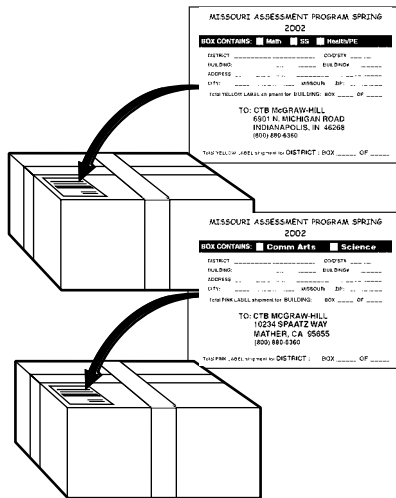
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### 5 ADD PACKING MATERIAL

Add enough packing material to hold the documents securely in place during transit. Then seal each box tightly with packing tape.

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## 6 AFFIX SHIPPING LABELS



- Affix the yellow shipping label on the boxes containing Mathematics and Social Studies testing materials (these materials are scored in Indianapolis, Indiana)
- Affix the pink shipping label on the boxes containing Communication Arts and Science testing materials (these materials are scored in Mather, California)
- **Number each set of boxes separately for each color-coded shipping label** (e.g., “1 of X,” “2 of X,” etc., for the yellow shipping labels and “1 of X,” “2 of X,” etc., for the pink shipping labels)
- Complete all of the information requested on the labels
- Photocopy these labels as needed

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## 7 CONTACT CTB/MCGRAW-HILL FOR PICKUP

Please contact CTB/McGraw-Hill at 1-800-544-9868, option “1,” no later than April 25, 2003, to arrange a pickup of Early Return Testing materials and no later than May 5, 2003, to arrange a pickup of Regular Return Testing materials. You may leave a message at the above number if you do not get through to a representative. If you leave a message, a representative will return your call within 24 hours.

CTB/McGraw-Hill will need you to provide and/or confirm the following information:

- **exact** number of boxes with yellow shipping labels
- **exact** number of boxes with pink shipping labels
- dates and times when materials can be picked up
- physical address of pickup location
- name and number of contact person for the MAP shipment

Carriers must have the **exact** box counts, not estimates, in order to provide the proper-sized truck for your shipment. They may not be able to take all boxes if they do not have the exact box count.

Based on the information you provide, you will be given the name of the carrier to use for the return of your MAP testing materials. If Roadway or UPS is selected, the representative will provide a timeframe for pickup of the MAP materials. Roadway or UPS will furnish bills of lading or barcode labels upon arrival for pickup.

Federal Express will be used only for the Early Return schools/districts. For more information about Early Return testing, refer to the Early Return Instruction Sheet in the District Test Coordinator's Packet.

**Please note that the scheduled pickup time may be several days after you contact CTB/McGraw-Hill.**



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## 8 Questions

Please call the Missouri Assessment Service Line at 1-800-544-9868 and select option "1" with questions regarding return procedures described in this *Test Coordinator's Manual*.